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ABSTRACT

The Antelope Valley (California) Bridge from Education to Careers is a regional plan for developing a local program of career education to prepare all students from kindergarten through community college for careers. Recommendations for a model process are based on the Antelope Valley experience. There are 26 steps to building a regional bridge from education to careers: identify core leadership; designate a team leader; identify potential organizations; plan timelines; conduct the first meeting; identify employer concerns; identify planning issues; build cooperation between business and education; identify a leadership group; review existing career development materials; develop a mission statement; obtain feedback about mission statement; identify subcommittees; identify tasks; conduct both committee and subcommittee meetings in same time block; conduct meetings with chairs; prepare committee reports; identify process to achieve mission; identify employer liaisons; design a visual representation of process; develop documents for committee review; route draft documents for review; develop implementation plan; prepare final document; implement plan; and coordinate implementation. (The following are included in this booklet: 12 tips for the building committee, 24 ideas for building employer liaisons, information on the Antelope Valley career guide, and steering committee members.) (NLA)

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BUILDING A REGIONAL BRIDGE FROM

IN PARTNERSHIP WITH BUSINESS, INDUSTRY, GOVERNMENT AND EDUCATION

A REGIONAL PLANNING PROCESS MODEL FOR K-14 CAREER EDUCATION WITH EMPLOYER LINKAGES

Based on the ANTELOPE VALLEY BRIDGE FROM EDUCATION TO CAREERS

CE 061 654

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This booklet provides a model for developing:

- a regional career education plan;
- employer linkages to promote career development.

The Antelope Valley Bridge from Education to Careers required a year of coordinated work and planning. A twenty-two member Steering Committee of the Antelope Valley Career Prep Council, a business, industry, government and education coalition, framed this regional plan for career education, as part of a grant received from the California Community Colleges. This booklet tracks the process to developing a local plan.

Contractor: Antelope Valley Union High School District
Project Director: June Fehrs Battey
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BUILDING A BRIDGE FROM EDUCATION TO CAREERS

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" A unique combination of community leaders from business and education worked for a year with the goal of linking education to careers."

Vern Lawson, Chair, Career Prep Council
Executive Director
Antelope Valley Economic
Development Corporation

WHY BUILD A REGIONAL BRIDGE ?

Education is a life-long process: the sum of all education, training, and activities which prepare a person to enter a career and become a responsible citizen and family member. Career education includes academic courses, applied academics, specific training and work attitudes.

Students, as customers, need a systematic and comprehensive career education process, from kindergarten through postsecondary options: whether seeking a job after high school graduation, advanced or technical training, or college.

> " With increased competition and rapid technological changes, businesses need a qualified, prepared workforce. This effort requires cooperation and commitment from both business and education."
>
> Denise Henderson, Area Manager
> Southern California Edison

Business, industry and government are also customers of the education process, in hiring a qualified workforce. And communities, as customers, need to ensure economic vitality and competitiveness.

Whether a community has many or few schools and/or school districts, it is important to have a career education process which flows from kindergarten through the community college and beyond. While many schools have excellent career education components, students do not move through an integrated process when changing schools and school districts within a region. A regional plan is needed to establish a framework to prepare all students for careers.

Recommendations for a model process are based on the experience of the Antelope Valley Career Prep Council's Steering Committee which developed a regional plan.

The plan for an Antelope Valley Bridge from Education to Careers was completed in 1992. The Career Prep Council Steering Committee developed a K-14 process for career education with a five year implementation plan. The following is the mission statement incorporated in that plan:

"The mission of career education in the Antelope Valley is to prepare students, kindergarten through community college, to:

- ▸attain personal and learning skills necessary for career development;
- ▸continue life-long learning, formal and informal;
- ▸improve the quality of the labor force for the region and the State.

To be successful, career education must be a partnership between:

- ▸students and parents;
- ▸education agencies: elementary, middle, high school, adult school, community college, ROP (Regional Occupational Programs);
- ▸business, industry, government and labor organizations;
- ▸community organizations.

We value:

- ▸developing and promoting work and personal ethics;
- ▸ensuring systematic career education for all students;
- ▸providing equal access to comprehensive career education opportunities for all students;
- ▸advocating productivity in the workplace;
- ▸continuing life-long learning for entry, re-entry and promotion in the workplace;
- ▸contributing to the economic vitality and competitiveness of the region, the State, and the nation;
- ▸integrating academic and career/vocational programs to provide career paths for all students."

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

1. Identify core leadership of business, industry, government and education representatives committed to the need for career education.

A local Career Prep Council, an existing coalition of business, industry, government and education representatives, had a Chair and leadership core established for 2 years.

2. Designate a liaison as "team leader" with responsibility for tracking the process. Identify a Total Quality Management (TQM) "facilitator" to work with the committee.

The Coordinator of Career Prep was designated as the liaison/team leader and, as the planning process progressed, a TQM facilitator from Rockwell/North American Aircraft was designated.

3. Identify potential business, industry, government organizations which have a vested interest in career education, i.e. future labor pool, to be included in the planning process. Identify all potential education agencies (K-14) in the region. Seek commitment from top level management or administration to participate in the planning process.

The Career Prep Council established a Steering Committee with existing representatives including: 5 businesses, Board of Trade, community college, high school district (9-12), adult school, ROP. All 9 elementary (K-8) school district superintendents were invited to participate: 5 participated, generally designating assistant superintendents. Representatives from the L.A. County JTPA/PIC were also invited. New members joined as the planning meetings continued.

-4-

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

4. Set up planning timelines and outcomes to be accomplished.

Preliminary planning timelines and outcomes were identified for the potential members; however, timelines were adjusted as new ideas and options were explored.

5. Conduct first meeting, including clear identification of purpose and planned outcomes of planning process; encourage each member to identify any additional desired outcomes. Conduct meetings at business sites in the community.

Begin a review of the existing delivery system for career education, including special events, career development activities, aptitude/interest testing, articulation, etc. Set up a regular meeting schedule.

The planning purpose and timelines were included in the invitation letters. Lancaster Economic Development Corporation hosted the first meetings, focusing on existing career education programs in each school district and articulation between districts. In the beginning, committee members set each meeting date; later, a set meeting schedule was established. Rockwell provided meeting rooms for 10 months.

6. Identify employer perspectives/concerns as a customer of the existing career delivery system.

Participating business representatives identified issues relating to work ethic, basic educational preparation, training/ retraining costs, economic vitality of the region. The TQM Facilitator provided both a regional and global perspective on why business and education need to work more closely together, as well as an overview to process improvement via "Total Quality Management."

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

7. Identify potential issues/needs to be addressed in the planning process. Prepare for a "thrashing" period as groups, which are not used to working together, identify and hone issues.

Using local education/employer information, the group began brainstorming some of the key issues/questions to be addressed in the planning process.

Because of the number of school districts and businesses represented, the group had to spend much time in identifying which issues to address.

8. Develop an orientation of the group to a "common language" between business and education; determine how the group will "conduct business."

The business and education groups were using different "languages," i.e. educational jargon such as "articulation" was not understood by the business representatives. The Rockwell Facilitator helped the committee to use the Total Quality Management and process improvement language for developing the framework of the plan.

9. Identify a small workgroup which can refine recommendations and keep the committee on task.

A small workgroup was formed to revise the planning process and timelines, as well as refine Steering Committee recommendations/ assignments.

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

10. Review existing research/surveys regarding career development education, employer surveys and labor market data. Documents should include:

- California Plan for Career/Vocational Education;
- National Career Development Guidelines from the National Occupational Coordinating Committee (NOICC);
- Other state/regional labor market data;
- Local employer surveys and/or existing resources for information.

The California Plan for Career/Vocational Education was not readily used by the committee; a synthesized 5 page document was developed for local use. The committee reviewed all of the above documents, plus:

- *A local 1989 Antelope Valley Employer Survey of Essential Employable Skills;*
- *Florida Blueprint for Career Preparation;*
- *Employer Guide from the Community Colleges of the Greater Los Angeles Area;*
- *SCANS Report for America 2000, "What Work Requires of Schools";*
- *News/journal articles (from the Business Roundtable, Business Week, Quality Progress) related to employers' perspectives, career education;*
- *America 2000: An Education Strategy*

The Coordinator of Career Prep also gathered labor demand information:

- *California Community College Labor Market Information Project;*
- *Los Angeles County Occupational Opportunities 1991: A Labor Market Outlook Report;*
- *Employment Development Department Projections of Employment for the Los Angeles/Long Beach Metropolitan Statistical Area;*
- *Resource Data from the Employment Development Department/Research Section*

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

11. Develop a mission statement which will drive the plan--ensuring inclusion of all elements from the committee: each member of the committee must "buy into" the mission statement.

The full committee identified key components to be incorporated in the mission statement; this was a long process, but important for all committee members to agree to the content. A smaller workgroup refined the verbiage and returned it to the full committee for review and revision. The mission statement is a propelling force for the local plan.

12. Route the mission statement to the broader community and top administration for review and comment. Continue to obtain commitment to the concepts to be incorporated in a plan.

Individual members took the mission statement to respective groups, i.e. to school boards, superintendents, businesses for review and approval. The mission statement was also submitted to the chambers of commerce and Board of Trade for review and comment.

13. Identify subcommittees and chairs needed to accomplish the tasks in the planning process. Balance participation with business and education.

Three subcommittees were identified to address the planning issues:
- ***Elementary (K-8)***
- ***High School/ROP (9-12)***
- ***Postsecondary (13 +)***

Chairs were selected for each subcommittee to track recommendations and stay on task.

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

14. Identify planning tasks for each subcommittee.

Based on the identified needs and mission statement, each subcommittee was given 9-10 questions/issues to address:

- ***desired outcomes based on student needs, labor market needs, research/survey data;***
- ***current status of system in meeting outcomes;***
- ***most significant areas of needed change;***
- ***steps to attain desired outcomes;***
- ***employer linkages for these steps;***
- ***roles and responsibilities of each player;***
- ***measurement of effectiveness of outcomes.***

Additionally, each subcommittee was tasked with identifying transitions/bridges from the preceding level and to the next level:

- ***career development bridges;***
- ***implementation/responsibility strategies.***

15. Conduct full committee and subcommittee meetings during the same time block in order to share information as a whole group, and to access ideas between subcommittees.

Rockwell/NAA continued to host the monthly 4 hour meetings of the Steering Committee. Each session was set up for the whole group to review the progress of each subcommittee and share issues. Then each subcommittee worked for 2 1/2 to 3 hours on the tasks to be completed. The entire committee convened the last half hour to share the outcomes of the subcommittee meetings. Some subcommittees met periodically to complete specific items for presentation.

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

16. Conduct meetings with chairs of each committee to synthesize and align planning process.

Chairs of each subcommittee and the Coordinator of Career Prep met to simplify the subcommittee recommendations and align the overall framework of the Plan. This process kept the subcommittees on track and identfied needed transitional bridges.

17. Prepare reports for organizations in the community to keep abreast of the regional planning process for career/vocational education.

Articles/Reports were submitted to:
- *Career Prep Council and monthly newsletters;*
- *Chambers of Commerce and Board of Trade;*
- *local newspaper.*

Speakers at various business organizations addressed the planning process:
- *Chambers of Commerce;*
- *Board of Trade;*
- *Service Organizations;*
- *Professional organizations.*

18. Identify the overall process necessary to achieve the mission statement; and break the processes down for each educational level.

The Steering Committee identified needed steps for a systematic and comprehensive career education process. Subcommittees identified processes for a career education framework.

Steps to Building a Regional Bridge From Education to Careers *(Text in italics details Antelope Valley planning experience.)*
19. Identify potential employer linkages as an integral part of the career education process at each educational level. *Each subcommittee identified potential employer linkages which were needed and feasible at a given grade level. Employer linkages included both functional areas, i.e. accessing a company's expertise, and the vested employee interest, such as parents with children in a given school.*
20. Enlist a graphic artist to design a visual representation of the career education process developed by the committee. *Edwards Air Force Base provided technical expertise from the Graphic Arts section in preparation of the local Plan--this became a collaborative partnership with technical assistance provided to the local Computer Magnet School to design the layout of the Plan for publication.* *The graphic design of the plan became a focal point for the committee. It required the committee to clearly define outcomes and processes and to simplify the concepts. An 8 1/2 x 22" poster was prepared as a result of this collaborative effort.*
21. Develop draft documents for the committee review and correction. Allow adequate time for review and revisions. *In the beginning, the Committee decided that the final plan document should be simple, short and easily read. The committee spent four months revising the Plan. Five draft documents were prepared.* *-11-*

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

22. Route draft documents for review and recommendations to school boards and business organizations.

A draft of the plan was routed to participating school boards and business organizations for review and revision before preparation of the final Plan. Committee representatives were responsible for keeping respective organizations apprised of the drafts.

23. Develop a realistic implementation plan to cover a period of years. Incorporate a dynamic mechanism for continuous process improvement: encourage process improvement through a coordinated effort.

Once the committee had agreed to the Plan, the next step was developing an implementation plan. This 5 year plan was based on a realistic expectation of what steps were required each year to result in full implementation. This process also required drafts and revisions to reach a final consensus.

The Steering Committee will continue to meet to coordinate implementation, evaluation and process improvement.

24. Prepare a final plan document for review and approval.

Final changes were made to the Plan based on Steering Committee input and consensus. Approval for the Plan was obtained from the high school district as the contracting agency.

Steps to Building a Regional Bridge From Education to Careers
(Text in italics details Antelope Valley planning experience.)

25. Implement the Plan.

The Plan will be implemented according to the timeline and strategies identified over a five year period. This section of the plan provides for staff development to prepare a cadre of facilitators for each participating school district. The Plan incorporates a common framework for each district to develop a specific plan.

26. Continue oversight and coordination of implementation.

The Career Prep Council will continue to act as the umbrella organization to coordinate implementation of the Plan. The Steering Committee will continue to meet to seek a dynamic continuous process improvement for career education for this region.

"As this [Antelope Valley] Regional Plan is read or presented to different organizational leaders, the first response may be:'We are already doing this.' Some parts of the Plan may very well be in place, other parts may be new... To say that your organization is already meeting this Plan is too quick an answer. There is a real need to focus on the process in which career education is taking place. Only when the organization has made an evaluation can the framework of the overall Plan and the alignment of the career education process be seen. The transition and bridging, provided by working in this framework, creates a robust process. For organizations choosing to use this Plan, the process provides congruent resources and general cost savings."

Russ Fisher, Project Advisor
Top Quality Management
Rockwell, North American Aircraft
Quote from Antelope Valley Bridge from Education to Careers

Tips for the Building Committee
(Text in italics details the Antelope Valley planning experience.)

1. For participation in the planning, coordinating, developing, implementing and evaluating aspects of the Plan, identify business, industry, and government representatives from executive levels of management, who have a declared interest in the development of the workforce and the economic health of a region. Finding representatives who are also parents of students in the system is valuable.

The Career Prep Council, with executive-level representation from a cross section of business, industry and government was the umbrella organization for this project. Five public and private sector members were appointed to represent the business, industry and government. Another representative from the Council filled a dual role, representing both the community college and the Antelope Valley Board of Trade. The Steering Committee had to be small enough to accomplish the tasks, but each brought in a variety of perspectives. These diverse representatives shared different perspectives during the planning process.

2. Provide a balance of business representatives in the full committee, as well as subcommittee process.

Representatives from Edwards Air Force Base, Southern California Edison, Antelope Valley Economic Development Corporation, Rockwell, and Antelope Valley Board of Trade actively participated in the full committee and in the subcommittee work. Subcommittees had business representatives, but more such representation would be advisable.

Tips for the Building Committee
(Text in italics details the Antelope Valley planning experience.)

3. Encourage the sharing of information and perspectives between education and business. Provide opportunities for each to address important issues.

In the beginning phases of this project, there was the opportunity for both the education and business representatives to present viewpoints on the current system. This was a time for "buy-in" by both sectors to the need for a jointly developed Plan. Both sectors actively participated in the subcommittee work.

4. Provide time for brainstorming issues and solutions in both large and small group settings.

As participants began to understand the existing systems, they began to brainstorm and isolate the potential issues/problems in the existing systems; as the planning progressed, groups brainstormed potential solutions.

5. Provide synthesized information when possible, respecting the amount of time dedicated to projects by volunteers.

The California Plan for Career Education, Parts 1 and 2, required too much time and was too confusing to read for most members. The document's issues and goals were synthesized to five simple pages.

Tips for the Building Committee
(Text in italics details the Antelope Valley planning experience.)

6. Identify a location for meetings which is in a business setting.

The Antelope Valley Economic Development Corporation provided conference rooms for the first 2 meetings; the balance of the meetings were held at Rockwell/NAA, Recreation Center Conference Rooms. This facility provided privacy, as well as space to do both large and small group work. The meetings at a business site provided the sense of a new partnership effort for this region. The location of the meetings contributed to the working relationships which evolved.

7. Identify business leadership for the Plan process.

The Career Prep Council Chair, the Executive Director of the Antelope Valley Economic Development Corporation, provided strong leadership to the project. The Rockwell Facilitator for Total Quality Management was a key player in keeping the planning process on-track.
The Edwards AFB representative provided personnel to assist in the preparation and publication of the final document as a demonstrated partnership effort with students.

8. Provide input to business/service organizations regarding the planning process and solicit input.

Articles were submitted to the Chambers of Commerce, Board of Trade.
Speakers provided input at various business and service organization meetings.

Tips for the Building Committee *(Text in italics details the Antelope Valley planning experience.)*
9. Include businesses in the brainstorming of ideas for business linkages in partnership with the different educational levels. *Each subcommittee made recommendations on the potential role of businesses and the need for specific linkages.*
10. Include business representatives in the evaluation of the Plan. *All members of the Steering committee participated in the evaluation component of the Plan and made recommendations for improvements to the future of the Steering Committee and Plan implementation.*
11. Include review and sign-off of the Plan as a partnership effort with business and service organizations. *The final Plan was presented to the Chambers of Commerce, Board of Trade and other service organizations.*
12. Disseminate the Plan via business and service organizations, as well as newspaper articles targeted to the business section. *Copies of the published Plan were disseminated through the business/service organizations.*

Building Employer Linkages in a Regional Plan *(Text in italics details the Antelope Valley linkages developed/planned.)*
Develop relationships between businesses and education. *Many businesses are concerned about only being contacted by education representatives for money/ funding/ sponsorship. It is important to know what motivates the business partner-- what type of programs would fit well.* *The Coordinator of Career Prep has been tasked with developing relationships in the business community and identifying potential partnerships which would be beneficial to all participants.*
Develop Consortia which focus a cross-section of resources within an industry to address specific functional issues of concern; develop advisory groups which target related business issues. These consortia should cover a spectrum of educational levels. *A Health Care and Education Consortium was established in August 1991, with participation by 5 acute care hospitals. They are actively involved in a 5 year plan for a Medical Magnet and a 10 year plan for working with all educational levels.* *A Business Education Consortium and Math/ Science/ Technology Consortium are planned for 1992.*
Identify training resources within companies which can be made available to the education community. *Two local businesses invited educational representatives to participate in Top Quality Management Facilitator Training, as well as providing a facilitator to work with administrators in two districts.* *-18-*

Building Employer Linkages in a Regional Plan
(Text in italics details the Antelope Valley linkages developed/planned.)

Identify training resources within educational agencies which can be made available to the business community.

Members of the Health Consortium have begun to request assistance for tailored programs from the Adult School to meet administrative/ employee needs.

Designate points of contact or a clearinghouse for working with employers.

The original plan included a survey of businesses to develop a local directory of potential business linkages for use by schools. However, businesses were concerned about the number of phone calls which might result. Rather, there was agreement that proactive planning through consortia would place businesses in better postions to plan and coordinate resources to work with the schools. Larger organizations preferred to limit the contact points coming into their organizations.

Develop relationships with businesses based on both functional issues, as well as other "vested" interests, such as being a parent.

Many of our business members are also parents and community volunteers with concerns for children in the educational system. This dual role provides balance of interests in partnerships. During Principal for a Day, many business partners are matched with schools which their children attend.

Building Employer Linkages in a Regional Plan
(Text in italics details the Antelope Valley linkages developed/planned.)

Develop specific programs which have structured time and participation by the business partner.

A Work Ethic Pilot Program had been in development for over a year. When the curriculum came to the Career Prep Council, it was decided to pilot it as a partnership--with a business and teacher partner in 19 classes. Business partners completed in-service training and co-taught the curriculum in specified classes.

Programs which are structured, provide training, and have a starting and ending point allow businesses the opportunity to assess participation level.

Encourage businesses to visit school sites.

For two years, Principal for a Day was coordinated by the Career Prep Council. This event began with the high schools and then added middle schools. The plan will include elementary schools in the future. This event provided the opportunity for on-going relationships between the school and business,i.e. an aerospace manager was Principal for a Day at a school which is developing an aeronautics/aerospace magnet; many companies are now providing a Work Ethics partner for the participating school; others have brought new resources to the school site.

A Chamber of Commerce Educational Committee has held meetings at a middle school and high school to review career programs. From this, some businesses offered assistance with related activities.

Building Employer Linkages in a Regional Plan
(Text in italics details the Antelope Valley linkages developed/planned.)

Encourage businesses to invite educators to business sites.

In understanding the marketplace, educational representatives need to have first-hand knowledge. As part of the Health Care Consortium, hospitals have worked with the Medical Magnet Director to access hospital personnel, resources and facilities.

Another company has provided field trips for science classes to gain first hand knowledge of industry issues.

Provide opportunities for students to observe/shadow businesses.

The high school district has reinstated an exploratory work experience program in resonse to requests from businesses and teachers to allow students to go on-site to businesses to observe and job shadow.

Help students prepare resumes and/or prepare for job interviews.

As part of the Work Ethic Pilot, many business partners have helped students prepare a resume and participate in mock interviews. Students and teachers both stated that this was very helpful.

Develop industry standards for occupational training programs.

The Business Education Consortium will develop industry standards for specified entry level jobs--and those outcomes will be incorporated into curriculum development.

Building Employer Linkages in a Regional Plan
(Text in italics details the Antelope Valley linkages developed/planned.)

Provide sample employment tests or qualifications for jobs to appropriate educators.

One company provided sample tests (available to the public preparing for specific jobs) which were routed to teachers of related instructional classes at the high school and college.

Provide access to technology available in industry.

Students from the Computer Magnet School worked with technical experts from Edwards Air Force Base in preparing the graphics and layout for the Antelope Valley Bridge from Education to Careers. Students and teachers were able to learn new technology and observe production facilities. Another organization has brought students on-site to observe a range of technical equipment and products developed in this community.

"School districts should address Career Education as a consortium of districts rather than individually when seeking partnerships with the business community. This ensures that businesses in our community will not be overburdened with requests for the same services from many individual districts."

Steve Kelish
Assistant Superintendent
Keppel Union School District

Quote from Antelope Valley Bridge from Education to Careers

Other ideas for employer linkages, as part of a regional plan for career education include:

- Identify potential speakers for various issues and provide a clearinghouse for contacts.
- Establish related tutoring programs with business volunteers.
- Establish mentoring programs which encourage businesses to work with specific students over a period of time.
- Designate business volunteers to be trained to assist schools during peak periods, i.e. enrollment/registration.
- Designate business volunteers to be trained to assist in career exploration, career advisement and high school/educational planning.
- Request service organizations provide trained speakers for motivational/self-esteem issues for classes.
- Request increased coordination from public libraries to enhance career information sections and seek grants for computerized career systems, such as EUREKA, to coordinate with the schools.
- Request business and public agencies participate in job search workshops for youth.
- Invite business representatives to discuss academic applications to the business, i.e. a surveyor displaying the surveying equipment and discussing the math applications being studied to the job requirements.

"In this [Antelope Valley] plan, we want to emulate the proverb: give a person a fish and there is sustenance for a day; teach a person to fish, and there is sustenance for a lifetime."

Phil Brady
Chief, Plans and Programs
Edwards Air Force Base, Flight Test Center

The Antelope Valley Bridge from Education to Careers is a 30 page document which provides:
- background for the need for a systematic and comprehensive career development process;
- five components for career development from kindergarten through the community college level;
- seven goals to be accomplished;
- a five year implementation plan;
- a poster with graphics for bridging the process.

A copy of the Antelope Valley Bridge from Education to Careers is available for $8.00. Make checks payable to:

Career Prep Council
Antelope Valley Union High School District
44811 Sierra Hwy., Lancaster, California

For additional information, call:

Career Prep Council
Coordinator of Career Prep
805-948-7655, ex. 284

ANTELOPE VALLEY BRIDGE FROM EDUCATION TO CAREERS

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